



Scoring Rubric Baccalaureate Degree Program

Rubric Sections	Points
I. Pre-Application Certification of Statutory Compliance and Readiness	Not scored (Verified by Chancellor’s Office)
II. Non-Duplication Analysis	
III. Workforce Need/Evidence of Sufficient Demand	
IV. Program Quality and Curriculum Design	
V. Administrative/Funding Plans	
TOTAL READER SCORE	
Institutional Financial Stability	(Researched and scored by Chancellor’s Office)
Equitable Student Outcomes for Proposed Degree	(Researched and scored by Chancellor’s Office)
TOTAL INTERNAL SCORE	
TOTAL POINTS POSSIBLE	



Section I. Certification of Statutory Compliance and Readiness

Item #	Description	Yes/No
1	District maintains the primary mission to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. (Ed. Code § 78042(b))	
2	District has the additional mission to provide high-quality undergraduate education at an affordable price for students and the state. (Ed. Code § 78042(b))	
3	District has a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of the California Promise Grant. (Ed. Code § 78042(c))	
4	District maintains separate records for community college students enrolled in lower division courses and baccalaureate degree students enrolled in upper division courses. (Ed. Code § section 78042(e))	
5	District currently offers and will continue to offer an associate degree program in the same academic subject from which this baccalaureate program is proposed. (Ed. Code § 78042(j)(1))	
6	Applicant will not offer a baccalaureate degree program or curricula already offered by the California State University or the University of California (Ed. Code § 78042(d)(2))	
7	Applicant has applied for or received ACCJC approval to offer the proposed baccalaureate degree program through the Accrediting Commission for Community and Junior Colleges (Ed. Code § 78042(a))	
8	Applicant provided a copy of their district’s formal policy to maintain unrestricted reserves and has adopted policies and practices consistent with the Budgeting Best Practices published by the Government Finance Officers Association (GFOA).	



Section II. Evidence of Non-Duplication and Collaboration

Strong	Moderate	Weak
Strong evidence of duplication research efforts using all available resources. Substantiation that program does not duplicate existing CSU or UC programs. Detailed Non-Duplication Analysis form attached for all upper and lower-division courses.	Minimal evidence that program does not duplicate existing CSU or UC programs; Research showed some overlap, but applicant did not provide sufficient analysis to explain how their program differs; Non-Duplication Analysis form missing some content. Unclear if program is duplicative.	Minimal evidence that program does not duplicate existing CSU or UC programs; Research showed some overlap, but applicant did not provide sufficient analysis to explain how their program differs; Non-Duplication Analysis form missing some content. Unclear if program is duplicative.
Pre-Application: Applicant submitted a complete and detailed Non-Duplication Analysis Form that includes:		
Description		Rating
A. List of Resources searched; an attachment showing results of their search efforts, and an outline of program learning outcomes and how it aligns to the chose CIP Code. Comparison to related SOC Codes included.		
B. Analysis of overall search results; Listing of each CSU/UC program researched.		
C. Summary of findings for each program searched.		
D. Statement of attempts to collaborate with CSU.		
E. Detailed summary conclusion demonstrating non-duplication.		
F. Side-by-side analysis of all similar programs; Side-by-side analysis of all similar courses and learning outcomes.		



Section III. Workforce Need/Evidence of Sufficient Demand

Strong		Moderate	Weak
<p>The response and evidence demonstrate compelling workforce need and strong demand, including job openings, a bachelor’s degree or higher educational requirement, and high-wage opportunities. Convincing labor market and economic data to support program, along with regional employer support. Robust completer data and student interest. Legitimate justification for the proposed program that matches data provided.</p>		<p>The written statement may be missing or inadequate. The evidence supporting the program need and higher wages is unclear or not convincing. Some of the required elements are not addressed or not clear. Completers or student interest seems low. Minimal evidence of support included.</p>	<p>Anecdotal justification not supported by evidence. Lacks clarity. Several components are missing or unclear. High living wage not supported.</p>
<p>Evidence of labor market need may include: statistical projections of growth in specific jobs by county (or labor market area) from the EDD LMI system; recent employer surveys; industry studies; regional economic studies; job advertisements for positions in the college's service area; newspaper or magazine articles on industry or employment trends; studies or data from licensing agencies or professional associations.</p> <p>Evidence must support the need and demand for the proposed baccalaureate degree program</p>			
Item #	Description	Rating	
	<p>Application Question #6: Applicant completed the Workforce Need and Evidence of Sufficient Demand Template using no more than 10 pages. Responses include:</p>		
1	<p>A. Written statement supporting the necessity of a four-year degree for the proposed program.</p>		
2	<p>B. Summary analysis and discussion of statewide and regional workforce data and unmet workforce needs.</p>		



3	C. Description of the current associate degree program and completer data that supports the need for the baccalaureate degree program.	
4	D. Evidence of substantial student interest to offer a quality baccalaureate degree in the chosen field of study with clear and compelling enrollment and completer projections for the proposed baccalaureate degree program, including the basis for the projections. Student surveys are preferred and should identify the number of students surveyed, the response rate, and the levels of student interest by percentage.	
	Application Question #7: Applicant included statewide and regional workforce data and evidence to support the need for the proposed program.	
5	Application Question #8: Applicant provided compelling letters of support from employers or workforce development boards, minutes of industry advisory committee meetings, and/or regional consortia recommendations.	
	Application Question #9: Within the evidence that you submitted in response to Question 7 and Question 8 above, please identify the page number or location of the following:	
6	A. Evidence employers are having difficulty filling positions that require a baccalaureate degree.	
7	B. Evidence that employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree.	
8	C. Evidence that employers prefer candidates with the proposed baccalaureate degree.	
9	D. Evidence of job placement and/or promotion opportunities for candidates with a baccalaureate degree.	
10	E. Evidence that the occupation/field the proposed baccalaureate degree is in will provide for higher-wage job opportunities.	



Section IV. Program Quality and Curriculum Design

Strong		Moderate	Weak
<p>Program Description form is detailed and complete, including codes, program description and outcomes, and all upper and lower division courses are detailed. Strong catalog description with well-defined requirements and sequencing. Program goals and industry alignment are clear with semester breakdown of courses and units.</p>		<p>Adequately clear, but some components are missing and/or evidence is minimal or vague. Description form is unclear or not fully complete. The curriculum, pathways, approval process, or articulation may be unclear, or there is no discussion of industry standards.</p>	<p>Response or evidence provided does not align. Lacks clarity. Several components are missing or unclear or the evidence does not justify the response.</p>
Item #	Description	Rating	
1	<p>Application Question #10: Applicant submitted a complete and detailed Proposed BDP Program Description Form for all upper and lower-division courses. Page 1 is complete with program content details that include relevant TOP/CIP/SOC Codes, program description and program outcomes.</p>		
	<p>Application Question #11: Applicant included a completed Program Quality and Curriculum Design Form, containing no more than 12 pages, as follows:</p>		
2	<p>A. Approval Process: A detailed description of the applicant’s upper-division curriculum development and approval process.</p>		
3	<p>B. Catalog Description, which includes:</p> <ol style="list-style-type: none"> 1. program requirements and prerequisite skills; 2. admission requirements and/or enrollment limitations; 3. program goals; 4. a listing of course requirements and sequencing; 5. the general education pattern and the calculations used to reach the degree total; 6. an explanation of how the proposed program fits into the college’s existing program inventory. 		



4	C. Articulation and Transfer: Applicant discusses how lower-division and upper-division coursework articulate to comparable or graduate programs.	
5	D. Industry Standards: The applicant describes how the program is aligned with external industry standards (e.g., American Association for Respiratory Care; National Institute for Automotive Service Excellence) and is in good standing with any programmatic accreditation.	

Section V. Administrative/Funding Plans

		Strong	Moderate	Weak
		Response provides strong evidence of systemwide planning. Support services are specifically tailored for BDP students. The impact to college resources and student affordability, including ZTC, have been clearly addressed. Applicant provided a budget that provides convincing evidence they have the capacity to start and maintain the proposed program.	Adequate response and/or evidence, but some components are missing or unclear. The student services, available resources, facilities and/or adequate staffing are minimal or questionable. Budget/funding may be unclear.	Lacks clarity. Several components are missing or unclear, or the evidence does not justify the response.
Item #	Description			Rating
	Application Question #12: Applicant included a completed Administrative and Funding Plan Form, containing no more than 12 pages, as follows:			
1	A. Planning: Applicant concisely detailed the planning process that led to the proposed degree.			
2	B. Staffing Plan: Applicant provides a complete staffing plan to support the proposed program, including for: <ul style="list-style-type: none"> • Faculty • Staff • Administration 			



3	<p>C. Faculty Qualifications: Applicant provided listing of all faculty and included qualifications of those who will teach upper division.</p>	
4	<p>D. Support Services: Applicant describes the student services (counseling/advising, etc.), learning support services (tutoring, etc.), library services, and other activities that will support baccalaureate students. Be sure to highlight how the services are tailored specifically to baccalaureate students.</p>	
5	<p>E. Affordability: Applicant clearly describes the affordability of the proposed BDP with estimated costs to students, including the availability of zero textbook costs and/or open educational resources to reduce the overall cost of education.</p>	
6	<p>F. Impact: Applicant provides an explanation of the impact on the following resources:</p> <ul style="list-style-type: none"> • Physical Resources • Technology • Equipment 	
7	<p>G. Funding: Applicant provided a budget that provides clear evidence their district/college has the capacity to start and maintain the proposed program.</p>	

Institutional Financial Stability (Researched and Scored by the Chancellor’s Office)

Item #	<i>The district has no outstanding financial, compliance, or audit reports due to the Chancellor’s Office including:</i>	Rating
1	CCFS-311 Annual Budget and Financial Report and CCFS-311Q Quarterly Financial Status Updates.	
2	Annual district financial audit reports.	
3	The district maintains unrestricted general fund reserves sufficient to cover at least two months of total general fund operating expenditures.	



Equitable Student Outcomes for Proposed Baccalaureate Degree (Researched and Scored by the Chancellor’s Office)

Item #	Student Outcomes	Rating
1	Change in enrollment in the discipline over the past 5 years	
2	College’s average time to associate degree completion (years)	
3	College’s student retention from fall to spring	
4	College’s average number of units for all degrees (all, AA/AS/ADT)	
5	College’s percentage of students who complete transfer-level math and English within one year of their first enrollment in the discipline (AB 705)	

BDP Application Approval Types

Full Approval	Conditional Approval	Provisional Approval	Resubmission
<ul style="list-style-type: none"> • Policy compliant • Passing program quality score • Intersegmental agreement • ACCJC approval • BOG approval 	<ul style="list-style-type: none"> • Policy compliant • Passing program quality score • Intersegmental agreement • Pending: <ul style="list-style-type: none"> • ACCJC Approval and/or • BOG approval 	<ul style="list-style-type: none"> • Policy compliant • Passing program quality score • Pending: <ul style="list-style-type: none"> • ACCJC approval &/or intersegmental agreement; and BOG approval 	<ul style="list-style-type: none"> • Is not policy compliant • Does not have a passing program quality score